

AU/ACSC/168/1998-04

AIR COMMAND AND STAFF COLLEGE

AIR UNIVERSITY

VICE ADMIRAL SAMUEL GRAVELY:
LEADERSHIP BY EXAMPLE

by

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A Research Report Submitted to the Faculty

In Partial Fulfillment of the Graduation Requirements

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Maxwell Air Force Base, Alabama

April 1998

REPORT DOCUMENTATION PAGE			Form Approved OMB No. 0704-0188	
Public reporting burden for this collection of information is estimated to average 1 hour per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing this collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports (0704-0188), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a currently valid OMB control number. PLEASE DO NOT RETURN YOUR FORM TO THE ABOVE ADDRESS.				
1. REPORT DATE (DD-MM-YYYY) 01-04-1998		2. REPORT TYPE Thesis		3. DATES COVERED (FROM - TO) xx-xx-1998 to xx-xx-1998
4. TITLE AND SUBTITLE Vice Admiral Samuel Gravely: Leadership by Example Unclassified			5a. CONTRACT NUMBER	
			5b. GRANT NUMBER	
			5c. PROGRAM ELEMENT NUMBER	
6. AUTHOR(S) Linson, Desiree D. ;			5d. PROJECT NUMBER	
			5e. TASK NUMBER	
			5f. WORK UNIT NUMBER	
7. PERFORMING ORGANIZATION NAME AND ADDRESS Air Command and Staff College Maxwell AFB, AL36112			8. PERFORMING ORGANIZATION REPORT NUMBER	
9. SPONSORING/MONITORING AGENCY NAME AND ADDRESS ,			10. SPONSOR/MONITOR'S ACRONYM(S)	
			11. SPONSOR/MONITOR'S REPORT NUMBER(S)	
12. DISTRIBUTION/AVAILABILITY STATEMENT APUBLIC RELEASE ,				
13. SUPPLEMENTARY NOTES				
14. ABSTRACT This study examines the life of VADM Samuel L. Gravely, Jr., the first African American admiral in the United States Navy, with the twofold purpose of discovering the emerging leadership themes that distinguished him as an effective leader, from the 1940's to 1980, and to present a taxonomy of those inherent themes to be considered in the construction of one's own personal leadership philosophy. Using McCracken's long interview research method and Owen's thematic analysis process, this study analyzes an interview conducted with VADM Gravely December 1997. McCracken's long interview provides a method of comprehensive data collection that allows the researcher entrance into the world of VADM Gravely to experience his world, as he perceives it. Owen's thematic analysis completes the analysis process by providing a systematic approach to categorizing and making sense of the data that is collected from the interview. The synthesis of these methods of analysis, allow the researcher to uncover themes that are crucial to VADM Gravely's unstated leadership philosophy. Ten leadership themes emerged from a thematic analysis of the interview: impression management, caretaker, pursuit of excellence, self-confidence, communication, team building, followership, morality, discipline and preparedness. After identifying these inherent leadership themes, a taxonomy was constructed to provide further clarification of each theme and to provide a starting point for consideration by an individual building their own personal leadership philosophy. This study has broader implications that are inherent in the process used by the researcher to uncover VADM Gravely's leadership philosophy. During the interview VADM Gravely was unable to provide the researcher a succinct leadership philosophy. As a result, an intense unraveling process began utilizing Owen's thematic analysis in order to discover emerging themes inherent in VADM Gravely's unstated leadership philosophy. The unraveling process utilized in this study can serve as a valuable source for further research in the area of leadership and as an equally valuable resource for the exploration, discovery and development of a personal leadership philosophy.				
15. SUBJECT TERMS				
16. SECURITY CLASSIFICATION OF: a. REPORT Unclassified		17. LIMITATION OF ABSTRACT Public Release	18. NUMBER OF PAGES 51	19. NAME OF RESPONSIBLE PERSON Fenster, Lynn lfenster@dtic.mil
				19b. TELEPHONE NUMBER International Area Code Area Code Telephone Number 703767-9007 DSN 427-9007
b. ABSTRACT Unclassified		c. THIS PAGE Unclassified		
			Standard Form 298 (Rev. 8-98) Prescribed by ANSI Std Z39.18	

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Preface

With a career spanning almost 40 years, from 1942 to 1980, Vice Admiral Samuel L. Gravely, Jr., earned the distinction of receiving many “firsts” throughout his naval career. Among those distinctions was the history-making title of the first African American Admiral in the United States Navy—a distinction that came 30 years after the Army named its first African American general and 17 years after the newly founded Air Force did the same.

From seaman to admiral, Vice Admiral Gravely’s experiences vividly illustrate his determined will to hone his skills as a naval officer and a leader. Against the backdrop of racial inequality, he struggled to carve out an identity in a Navy that did not understand nor embrace his color. Against the backdrop of racial injustice and discrimination, he learned to rise above the limitations the Navy set before him. And lastly, against the backdrop of an uncertain fate of the Navy’s integration effort, he fixed his sights on becoming an effective leader—and stayed the course.

My first encounter with VADM Gravely occurred by happenstance. He and I were attending a National Naval Officers Association meeting in Dallas, Texas. He was conservatively dressed in civilian clothes and quietly stood, an impressive 6’3”, in the middle of the hallway as if he was lost. I was introduced to him and immediately ran to get my 9-year-old son and my husband to introduce them to a part of my naval history and a part of their African American roots.

From that moment on, I was unexplainably drawn to him. I was mesmerized by his sea stories and fascinated by the respect and reverence that his presence commanded. I knew that his was a story that had to be told.

He was obviously a survivor. I wanted to know how he had survived the storm, and how he was able to successfully move on to higher ground. I wanted to know exactly what shaped him as a leader and enabled him to become a “first.” I wanted to tap the essence of his leadership philosophy in hopes of perfecting my journey to become a successful leader. In addition, I suspected that there were others that wanted answers to the same questions.

This study begins to answer those questions using VADM Gravely’s own words. The historical significance, as well as the important contribution made to the study of leadership, cannot be ignored. This study is an attempt to meld the two into an orderly classification of the leadership themes that are used to define his leadership philosophy, with the broader purpose of sparking thought-provoking questions about our own leadership philosophies.

Abstract

This study examines the life of VADM Samuel L. Gravely, Jr., the first African American admiral in the United States Navy, with the twofold purpose of discovering the emerging leadership themes that distinguished him as an effective leader, from the 1940's to 1980, and to present a taxonomy of those inherent themes to be considered in the construction of one's own personal leadership philosophy.

Using McCracken's long interview research method and Owen's thematic analysis process, this study analyzes an interview conducted with VADM Gravely December 1997. McCracken's long interview provides a method of comprehensive data collection that allows the researcher entrance into the world of VADM Gravely to experience his world, as he perceives it. Owen's thematic analysis completes the analysis process by providing a systematic approach to categorizing and making sense of the data that is collected from the interview.

The synthesis of these methods of analysis, allow the researcher to uncover themes that are crucial to VADM Gravely's unstated leadership philosophy. Ten leadership themes emerged from a thematic analysis of the interview: impression management, caretaker, pursuit of excellence, self-confidence, communication, team building, followership, morality, discipline and preparedness. After identifying these inherent leadership themes, a taxonomy was constructed to provide further clarification of each

theme and to provide a starting point for consideration by an individual building their own personal leadership philosophy.

This study has broader implications that are inherent in the process used by the researcher to uncover VADM Gravely's leadership philosophy. During the interview VADM Gravely was unable to provide the researcher a succinct leadership philosophy. As a result, an intense unraveling process began utilizing Owen's thematic analysis in order to discover emerging themes inherent in VADM Gravely's unstated leadership philosophy. The unraveling process utilized in this study can serve as a valuable source for further research in the area of leadership and as an equally valuable resource for the exploration, discovery and development of a personal leadership philosophy.

Chapter 1

Introduction

The 1963 *Navy Leadership Support Manual* states, “Leadership lights the way. Ignore it and your limit is the work of your own two hands. Learn it, and your limit is the world and the sky above it.”¹ In reviewing the voluminous studies on leadership, it is easy to become overwhelmed, confused and eventually frustrated by the plethora of definitions offered under the heading of leadership. In fact, Stogdill states that,

There are almost as many different definitions of leadership as there are persons who have attempted to define the concept...Leadership has been seen as the focus of group processes, as a personality attribute, as the art of inducing compliance, as an exercise of influence, as a particular kind of act, as a form of persuasion, as a power relation, as an instrument in the attainment of goals, as an effect of interaction, as a differentiated role, and as the initiation of structure.²

Because of the wide range of descriptions, Stogdill concluded, “the definition of leadership should depend on the purposes to be served by the definition.”³ In other words, the way in which leadership is defined is circumstantial. William R. Lassey adds further credence to Stogdill’s views by stating that there is no single universally applicable definition of leadership. As he suggests, “Requirements for leadership, characteristics of leaders, and definitions of what constitutes leadership vary widely depending on circumstances.”⁴

This study, therefore, does not attempt to offer a universal definition of leadership; however, it does offer a definition of leadership relevant to VADM Gravely’s leadership

experience. In this study, the author identifies key themes inherent in Vice Admiral (VADM) Gravely's leadership philosophy and develops a taxonomy that can be used as a framework for exploring personal leadership themes when embarking upon the development of a leadership philosophy.

This study is intended to provide insight into the leadership experiences of one man, VADM Gravely. It identifies themes inherent in his leadership philosophy as it applied to his time, place and circumstance in history.

Thesis Statement

Using McCracken's long interview research method and Owen's thematic analysis, VADM Gravely's own words will be analyzed to determine the life challenges and experiences that shaped him as a leader. Specifically, this paper will examine the key leadership themes that are inherent in Vice Admiral Gravely's personal leadership philosophy, in order to build a taxonomy that will be useful in the development of a personal leadership philosophy.

Limitations

Three primary limitations are significant to the interpretation of this study. First, this paper will not attempt to address the question of whether VADM Gravely was an effective leader. Instead, an assumption will be made that he was an effective leader by virtue of the longevity of his career and the rank and status he achieved. Second, an extensive literature review revealed that there is very little written about VADM Gravely. Therefore, all information concerning his career is taken from primary sources and verified by him. In addition, none of his superiors, peers, or subordinates were

interviewed in an attempt to gain further insight, corroborate his recollections or, to gather information concerning his leadership. Third, the taxonomy presented is not derived from a leadership philosophy that was stated by VADM Gravely. During the interview, and subsequent conversations, he was unable to articulate a succinct leadership philosophy. Therefore, the taxonomy represents leadership themes, which emerged from a rigorous research thematic analysis of the interview.

Significance of the Study

The significance of this study is twofold. First, there is no information available that specifically focuses on VADM Gravely's experiences in the Navy. In addition, there is no information available concerning VADM Gravely's conduct as a leader. Therefore, the preservation of the historical data is significant. Second, this study has further implications in the areas of military leadership, navy leadership, African American leadership, African American leadership in the Navy and the study of individuals who achieve firsts. However, the ultimate significance of this study, which broadens its implications, is to provide insight into themes that can be considered when developing a personal leadership philosophy

Overview

The primary focus of this study is to examine the key leadership themes that contributed to VADM Gravely's effective leadership philosophy and to construct a taxonomy that will aid in the development of one's personal leadership philosophy. In order to accomplish this task, it is necessary to begin Chapter Two with a brief summary of VADM Gravely's career. Chapter Three will discuss the research methodology and

Chapter Four will present the key leadership themes discovered as a result of using Owen's thematic analysis. Chapter Five will present taxonomy of themes that are inherent in VADM Gravely's leadership philosophy and will be followed by a summary and conclusion in Chapter Six.

Notes

¹James H. Buck and Lawrence J. Korb, *Military Leadership* (Beverly Hills: Sage Publications, 1981), 195.

²Bernard Bass, *Bass and Stogdill's Handbook of Leadership*, 3rd ed. (New York: The Free Press, 1990), 20.

³Ibid.

⁴William R. Lassey, "Dimensions of Leadership," in *Leadership and Social Change*, ed. William R. Lassey and Richard R. Fernandez (San Diego, CA: University Associates, Inc), 10.

Chapter 2

The Journey

Samuel Lee Gravely, Jr. was born in Richmond, Virginia on 4 June 1922, the first of five children born to Samuel, Sr. and Mary George. Although neither of his parents were formally educated, they stressed the importance of education and Christian values as staples in his life. His parents believed strict discipline, hard work and doing the best job possible in any given situation were the key to success.

His father worked as a railroad Pullman porter and a postal worker, while his mother worked as domestic help for White families in Richmond. Taking his cues from the advice of his parents, Samuel, Jr. held odd jobs while continuing to excel in high school. As an example, at the age of twelve he became the only African American who delivered newspapers for the *Richmond Times Dispatch* and, at the insistence of his mother, he was enrolled in summer school every year, which allowed him to graduate from high school at fifteen.

In 1937, at the age of 15, two tragic events occurred that had a significant impact on Samuel, Jr. First his mother, whom he had a very close relationship with, died after a long illness. During her illness he almost single-handedly had the responsibility of taking care of her every need. Second, only one week after the funeral of his mother, his brother, at age eleven fell victim to a train accident that severed his leg.

Suddenly, Samuel, Jr. was entrusted with the responsibilities of school, a job and the care of his younger siblings who ranged from two years old to thirteen. His father continued to work to provide financially for the family, but Samuel, Jr. provided stability for his siblings and was responsible for cooking, dressing and raising them.

Upon graduating from high school, Samuel, Jr.'s attention quickly turned to college. However, believing that his son was too young and immature to attend college away from his watchful eye, Samuel, Sr. decided that his son would attend Virginia Union, a Baptist university in his hometown of Richmond, Virginia. While attending college, Samuel, Jr. continued to live at home, care for his siblings and work. After 2 1/2 years at Virginia Union and, at the age of 19, Samuel, Jr. decided that it was time to take charge of his own destiny.

Six months before his 20th birthday, on December 7, 1941, the Japanese bombed Pearl Harbor. Samuel, Jr. knew that he would soon be drafted in one of the branches of the armed services. Therefore, rather than risk the unknown of the draft, he and his father investigated each of the services to determine their suitability for enlistment.

Segregation was alive and thriving in all of the services. Although the Selective Service Law was passed in 1940, calling for the service of all United States citizens regardless of race, creed, or color, the Secretary of the Navy declared that African Americans would continue to be segregated and be employed only as mess attendants to prevent "undermining" and "disruptive" conditions within the Navy.¹

Just two months before Samuel, Jr. was to turn twenty, the Navy's policy changed again. Nelson writes:

On April 7, 1942, the Navy announced that it had relaxed its traditional policy of recruiting Negro men as messmen only, and effective June 1, would accept Negro volunteers in the Navy proper, in the Coast Guard and in the Marine Corps, as seamen and in other capacities. These volunteers, the Navy made clear, would receive basic and advanced training in segregated units, and would be limited in assignment of shore installations and harbor craft. Negroes in general service ratings would not be billeted in seagoing vessels, but would be used principally in construction battalions under the Bureau of Yards and Docks, in supply depots, ordnance stations, and yard (harbor) craft. White petty officers were to be in command of the Negro units until Negro petty officers would be trained. There would be no Negro commissioned officers at all. The new policy was termed an “experiment.”²

It was this announcement that convinced VADM Gravely to choose the Navy. He was attracted to the idea of learning a trade, travel to exotic locations and serving his country. But, most of all, he was attracted to the idea that the Navy had, for the first time, opened its ranks to expand the role of African Americans. He wanted an opportunity to try something that had never been done before. He likened his new experience to that of a “trip to the moon.”

Samuel, Jr. began his Navy career as an enlisted Sailor in the Naval Reserves on 15 September 1942. He attended basic training at a segregated training facility in Great Lakes, Illinois, followed by advanced training for motor machinist in Hampton, Virginia. After completing training he was assigned to San Diego, California as a fireman apprentice. During his tour he was tasked with menial jobs unbefitting his extensive Navy training such as, cleaning rooms, answering phones and managing the pool hall.

World War II brought yet another opportunity for Samuel L. Gravely, Jr. With the onset of the war, the Navy’s supply of junior officers was approaching exhaustion and it needed a means to bring in higher caliber men to fill the ranks of junior officers. Therefore, in 1943 the Navy devised a program called the V-12 College Training

Program (V stood for volunteer and 12 was the next series of tests) to screen selected men for college training followed by a commission as a naval officer.³

Fireman Apprentice Samuel L. Gravely, Jr. was ordered by his Division Officer to take the V-12 test. Of 120 that took the test, only 3 passed and he was the only African American of the three. He soon began his V-12 training at the University of California at Los Angeles, followed by Pre-Midshipman School in New Jersey and finally ending at Midshipman School at Columbia University, New York City. He was commissioned as an Ensign in the Naval Reserve on 14 December 1944, becoming the first African American to be commissioned from the Navy Reserve Officer Training Course (NROTC).

Upon commissioning as an Ensign, segregation and discrimination were again the order of the day. Although approximately 900 of 1000 men commissioned in his graduating class were assigned to ships to support the war effort, he on the other hand, was assigned to Great Lakes, Illinois to instruct African American trainees.

There was no place for him to go. The Navy's General Board, responsible for formulating Navy policy, had determined in 1942 that integration would not work in the Navy because, in their words:

(a) the white man will not accept the negro in a position of authority over him; (b) the white man considers that he is of a superior race and will not admit the negro as an equal; and (c) the white man refuses to admit the negro to intimate family relationships leading to marriage. These concepts may not be truly democratic, but it is doubtful if the most ardent lovers of democracy will dispute them, particularly in regard to inter-marriage.⁴

However, in spite of the declaration of the Navy's General Board, President Roosevelt made a decision to allow African Americans entrance in the Navy in areas other than mess attendants. His decision culminated in the Navy actively seeking ways to

employ African American Sailors. As a result, in 1944 the Navy embarked upon an experiment to prove or disprove the myths concerning the African American Sailor's ship handling abilities.

The experiment involved two vessels: USS Mason (DE-529) a destroyer escort and USS PC 1264, a submarine chaser. The vessels contained an African American crew consisting of all navy ratings necessary to deploy a ship. The ships were commanded by White petty officers and officers whose job was to train the African American crew in the complexities of ship handling. After training was completed, the White Petty Officers were to transfer off the ship, leaving the African American crew to prove whether they were capable of ship handling.⁵

Approximately one year after the experiment began, Ensign Gravely was assigned to the PC 1264. His assignment took the experiment to a new level. Not only did the ship have an all African American crew but it also contained one of the first African American Officers to be assigned shipboard duty. His commanding officer, Eric Purdon, wrote a book entitled *Black Company*, in which he reflects on his command of the PC 1264. He says that Ensign Gravely, "...integrated for the first time, the wardroom of a navy combatant ship by being a member of it; he was served a meal instead of serving it."⁶

Following his duty on the PC 1264, Ensign Gravely resigned from the Navy, completed his Bachelors Degree at Virginia Union and began working as a Railway Postal Clerk in his hometown of Richmond, Virginia. He believed that the Navy was no place for an African American because inherent discrimination had left him no advancement opportunities.

On 30 August 1949, Samuel Gravely received a letter from the Bureau of Naval Personnel inquiring about his availability for service in the Navy. It stated that the Navy was attempting to increase the percentage of African American sailors and wanted him to help recruit. He accepted the Navy's invitation and began a career that lasted an additional 31 years.

During the remaining 31 years, Samuel Gravely, Jr. achieved heights never attained in the Navy by anyone of his color. In addition to serving in three wars: WWII, Korea and Vietnam, he distinguished himself by receiving medals, awards and by earning numerous "firsts" in the Navy. Among those "firsts" not previously mentioned are: the first African American to command a US Navy ship (USS Theodore E. Chandler); the first African American to command an American warship under combat conditions since the Civil War (USS Tausig); the first African American to command a major naval warship (USS Jouett); the first African American admiral; the first African American to rise to the rank of Vice Admiral; and the first African American to command a US Fleet (Commander, Third Fleet).⁷

VADM Gravely overcame personal hardships to achieve his impressive record of naval service. He thrived in the midst of a raging storm of racial ignorance and discrimination. He stated in an interview with *Ebony* magazine in 1977 that, "you came to realize that you were saving America for democracy, but not allowed to participate in the goddam thing."⁸ However, as the Navy struggled to define its racial identity, he steadfastly held onto the foundation that was built by his parents and successfully progressed through his career.

As stated previously, the definition of leadership is circumstantial. This study will analyze some of the key themes that emerged as a result of VADM Gravely's experiences for almost four decades. Analyzing these themes that make up his leadership philosophy will provide insight into VADM Gravely's effective leadership and tenacity, as well as provide leadership information that can be used to construct a personal leadership philosophy.

Notes

¹ Dennis D. Nelson, *The Integration of the Negro into the U.S. Navy* (New York: Farrar, Straus and Young), 12-13.

² Nelson, 14.

³ *School and Society* Vol. 63, No. 1637, 348-349.

⁴ Purdon, Eric *Black Company* (New York: Robert B. Luce, Inc.), 18.

⁵ Purdon, 24

⁶ Purdon, 12

⁷ Henry E. Dabbs, *Black Brass* (Freehold, N.J.: Afro-American Heritage House, 1983), 55-57.

⁸ "Guardian of the Pacific," *Ebony*, 32 September 1977, 70.

Chapter 3

Methodology

The long qualitative interview, as defined by McCracken, was used as the method of comprehensive data collection for this study. McCracken states:

The long interview is one of the most powerful methods in the qualitative armory. For certain descriptive and analytic purposes, no instrument of inquiry is more revealing. The method can take us into the mental world of the individual, to glimpse the categories and logic by which he or she sees the world. It can also take us into the lifeworld of the individual, to see the content and pattern of daily experience. The interview gives us the opportunity to step into the mind of another person, to see and experience the world as they do themselves.¹

The long interview, as a method of data collection, was employed in this study for several reasons. First, because there is nothing written on VADM Gravely's leadership, it was determined that a one-on-one interview was the best method of obtaining accurate information from the primary source. Second, the long interview provides an opportunity to gain detailed information by rephrasing, repeating or revisiting an issue to gain clarification, perspective and completeness. Third, the observance of spontaneous reactions and nonverbal communication provides insight and serves as cues for further questions.

In addition, the long qualitative interview is less restrictive than other quantitative methodologies. In distinguishing between qualitative and quantitative methodologies, McCracken states that a quantitative approach attempts to precisely isolate and define

categories before a study begins. On the other hand, a qualitative approach, often isolates, defines and even expects the nature and analytic categories to change during the course of the study. In other words, the quantitative approach uses well defined categories as the means of research, whereas a qualitative methodology uses the defined categories as the object of the study.² As he explains:

The purpose of the qualitative interview is not to discover how many, and what kinds of, people share a certain characteristic. It is to gain access to the cultural categories and assumptions according to which one culture construes the world.³

Because the investigator anticipated changes within the course of the study and did not want to restrict the study by defining categories prior to the interview, a qualitative posture was chosen.

The appropriateness of the use of McCracken's long interview method becomes evident when reviewing the steps inherent in McCracken's four-step method of inquiry. The first step, a "Review of Analytic Categories" requires the investigator to conduct an "exhaustive review of the literature."⁴ The literature review helps define the problems and assess data. It is not just an exercise in data collection but, "a critical process that makes the investigator the master, not the captive, of previous scholarship."⁵ In addition, the literature review is the source for well constructed interview questions.

In this study, the literature review was divided into two parts. The first part consisted of information that could be obtained on VADM Gravely's personal life and career. This review was confined to biographical information obtained from the Naval Historical Center, excerpts from historical books which briefly summarized the Admiral's accomplishments, unpublished written and audio information obtained from

the personal library of VADM Gravely and magazine and newspaper articles. The second part of the literature review involved an exhausting, but in no way exhaustive, review of the innumerable publications that address the topic of leadership.

The second step of the four-step method of inquiry is a “Review of Cultural Categories.” In this phase the investigator becomes an instrument for data collection using personal experiences to search out a match with the information that the respondent describes in the interview.⁶ Owen asserts that familiarity with the culture of the respondent, “has the advantage of giving the investigator an extraordinarily intimate acquaintance with the object of study.”⁷ Once the cultural categories have been identified, the information obtained can be used as the basis for formulating interview questions. McCracken describes this review of cultural categories as one in which, “The investigator listens to the self in order to listen to the respondent.”⁸

Unlike other research methods, the long interview invites the investigator to draw upon, rather than set aside, their own personal experiences. The investigator’s personal experiences are to be used for “understanding and explication” during the interview process.⁹ However, it is to be understood that the investigator’s personal experiences are also to be used to establish distance from the respondent. The investigator must be engaged in the processes of familiarization, through matching their experiences with the respondent, followed by defamiliarization to establish distance from the investigator’s “own deeply embedded cultural assumptions” and those of the respondent.¹⁰

In this study, the review of the cultural categories required a delicate balance between the process of familiarization and defamiliarization. The familiarization

process occurred easily because the investigator is an active duty U.S. Naval Officer who is also African American. Therefore, the investigator would be able to draw upon similar personal and cultural experiences, as well as, understand naval terms and expressions. On the other hand, defamiliarization would be aided by the fact that the investigator is not a male Surface Warfare Officer who attained the rank of admiral. These differences would help to create distance between the interviewer and the respondent. However, the differences would not create a barrier between the interviewer and respondent, but would instead serve as a means to provide clarity, detail, and understanding of the interview material.

The familiarization process was further enhanced because the interviewer was an invited house guest at the Admiral's home during the interview. Four interview sessions were conducted in three consecutive days from 5-7 December 1997. Approximately six hours of audio and video tape was made. Surrounded by the comfort of his home, the respondent was very much at ease. In addition, taping the interview allowed for free-flowing conversation, eye contact and aided in the familiarization process.

The third step in the four-step inquiry method is "Discovery of Cultural Categories."¹¹ This step uses the information obtained from the two previous steps to construct an interview schedule that is used to conduct the interview. McCracken states,

...the interviewer must labor to identify key terms, minimize respondent distortion, choose the most promising avenues of inquiry, and listen for material that is indexed by respondent testimony but not made explicit in it. All of this activity must be set in a generous time-frame in order to let respondents tell their own story in their own terms.¹²

During this step the interview schedule was compiled and reviewed by the researcher and the Faculty Research Adviser for content, validity and flow. To make the best use of the interview time, it was critical that the questions be devoid of redundancy, succinct and logical. After several iterations and careful scrutiny, the Faculty Adviser approved the interview schedule.

The fourth, and final step, in McCracken's method of inquiry is "Discovery of Analytic Categories." McCracken describes this step as the most demanding aspect of the qualitative reproach process.¹³ He states, "The exact manner in which the investigator will travel the path from data to observations, conclusions, and scholarly assertion cannot and should not be fully specified. Different problems will require different strategies. Many solutions will be ad hoc ones."¹⁴ He further states,

The object of analysis is to determine the categories, relationships, and assumptions that informs the respondent's view of the world in general and the topic in particular. The investigator comes to this undertaking with a sense of what the literature says ought to be there, a sense of how the topic at issue is constituted in his or her own experience, and a glancing sense of what took place in the interview itself.¹⁵

For the purpose of this study, Owen's thematic analysis was determined to be the most appropriate means of analyzing the interview data. It outlines a systematic approach to "sense-making" in the interpretation of the interview and provides a logical means of progressing from data to observation to conclusion.¹⁶ In addition, it enables the researcher to identify and categorize key relational themes that have a significant impact on the study.

Although Owen uses thematic analysis to define relationships between people, it is appropriate, for the purpose of this study, to use this same method of analysis to uncover emerging themes in VADM Gravely's leadership philosophy. Owen states

that a thematic analysis uses “unimposed lay conceptions of actual communication episodes” to identify themes that interpret the way that people understand a concept and “offer insight into the way that people interpret.”¹⁷ For the purpose of this study a theme is defined as “the patterned semantic issue or locus of concern...a range of interpretations that are used to conceptualize and constitute the topic of study.”¹⁸

According to Owen, a theme is identified when three criteria are present: (1) recurrence, (2) repetition and (3) forcefulness. The first criteria, recurrence is identified when the same thread of meaning is seen in at least two or more parts of a transcription. Different words can be used, but the wording must portray the same conceptual meaning. Repetition, is an extension of the first criterion and involves the repeating of the same word, phrase or sentence. The recurrence of meaning and repetition of the same words and phrases show how a person uses a thematic mode of interpretation.¹⁹

Forcefulness, the third criterion, refers to the way in which words are spoken during the interview. It refers to “vocal inflection, volume, or dramatic pauses which serve to stress and subordinate some utterances from other locutions.”²⁰ Forcefulness makes the assumption that a participant can and does make sense of the topic of discussion as evidenced by their choice to use forcefulness to express their discourse.²¹

Because VADM Gravely was unable to succinctly verbalize his leadership philosophy, Owen’s thematic analysis was appropriate and allowed the researcher a means to identify prominent themes that make up his philosophy. Analyzing repetition, recurrence and forcefulness in the interview provided a “sense-making”

process that enabled the researcher to interpret and conceptualize VADM Gravely's leadership philosophy by revealing inherent themes.

Notes

¹ Grant McCracken, *The Long Interview* (Newbury Park, Ca: Sage Publications, Inc. 1988), 9.

² McCracken, 16.

³ McCracken, 17.

⁴ McCracken, 29.

⁵ McCracken, 31.

⁶ McCracken, 18-19.

⁷ McCracken, 32.

⁸ McCracken, 33.

⁹ McCracken, 34.

¹⁰ McCracken, 33-34.

¹¹ McCracken, 34.

¹² McCracken, 41.

¹³ Ibid.

¹⁴ McCracken, 42.

¹⁵ Ibid.

¹⁶ William Foster Owen, "Interpretive Themes in Relational Communication," *Quarterly Journal of Speech*, no. 70 (August 1984):286.

¹⁷ Owen, 274-5.

¹⁸ Owen, 274.

¹⁹ Owen, p 275.

²⁰ Ibid.

²¹ Ibid.

Chapter 4

Leadership Themes

The purpose of this chapter is to address the dominant themes that emerged as a result of an exhaustive thematic analysis of VADM Gravely's interview. During this analysis, ten major themes were revealed and are determined to be inherent in his leadership philosophy. They are: impression management, caretaker, pursuit of excellence, self-confidence, communication, team building, followership, morality, discipline and preparedness. These ten themes provide significant insight into VADM Gravely as an effective leader.

Before proceeding to the discussion of the ten themes, it is necessary to draw attention to the appendices. Appendix A provides the interview schedule while, Appendix B summarizes the ten dominant themes, categorizing words and phrases that were used to establish a theme through the use of repetition, recurrence and forcefulness.

The first theme, impression management, is best defined by Erving Goffman in his book, *The Presentation of Self in Everyday Life*. He states:

When an individual plays a part he implicitly requests his observers to take seriously the impression that is fostered before them. They are asked to believe that the character they see actually possesses the attributes he appears to possess, that the task he performs will have the consequences that are implicitly claimed for it, and that in general, matters are what they appear to be. In line with this, there is the

popular view that the individual offers his performance “for the benefit of other people.”¹

Born just 57 years after the signing of the Emancipation Proclamation and living in an environment of discrimination and hatred for African Americans, VADM Gravely knew that society had already put limitation on the success he was allowed to obtain. Therefore, he quickly learned that he had to devise a means to make himself acceptable to the White world in which he lived. As the first African American to attempt and achieve many milestone, he shouldered the burden of knowing, in many instances, that his performance would determine whether other African Americans would be given future opportunities in the Navy.

VADM Gravely stated that he could not afford to fail and felt as if the eyes of the world were on his every move. As a result, he learned to manage the impression that he projected to others. He used his intellect, powers of observation and physical presence to create a persona that allowed him to fit into the Navy environment. He developed a hard exterior that said, “I am the toughest guy around” in order to survive and succeed in an environment that constantly sought to limit and challenge his right and authority as a Naval officer, on the basis of his skin color.

He also created the images of omnipresence and omnipotence by taking advantage of his 6’3, 240 pound physique and making sure he was visible to his subordinates. Walking from office to office or space to space, he made sure that he observed his subordinates at work and vice versa. He wanted them to carry away the impression that he was concerned for them. He also wanted to create the appearance of being everywhere and knowing everything, all the time.

Constantly concerned about the image he projected, he diligently observed his superiors to learn behavior that he thought would make him more acceptable to the Navy. He especially imitated the interpersonal skills of his superiors. He describes his efforts in terms of putting on a “poker face”, stating that he learned, “when to hold them and “when to fold to them” by constant observance of his White superiors.

Finally, when asked what motivated him to make a conscious attempt to manage the impression or image he projected. He stated:

I was sure that I could not afford to fail. I thought that would affect other members of my race if I failed anywhere along the line. I was always conscious of that, particularly in midshipman school and any other schools I went to...I tried to set a record of perfect conduct ashore and at sea.

The second theme to emerge was caretaker. Affectionately known as “Big Sam” by his subordinates, VADM Gravely expressed genuine concern for the well being of his Sailors and assumed the role of caretaker, making sure their professional needs were met. The role of caretaker was one in which he was very familiar with since the age of fifteen, as a result of the death of his mother. He stated that he gained respect from his Sailors because they knew that he would “take care of them in every way.” When asked what his first priority would have been if he had become the Chief of Navy Operations, he replied without hesitation that he would make sure his men and their families were cared for.

The third dominant theme that emerged was the pursuit of excellence. VADM Gravely’s life motto can be captured by the edict passed to him by his parents: “Do the best you can.” He repeatedly stated that these five words drove him to pursue excellence in everything he did. As the oldest of five children, his parents demanded near-perfection from him and expected him to be a role model for his siblings. The

expectation of excellence that began as a child, compelled him to constantly strive to sharpen his professional leadership skills. He stated, “I knew that I had to be at least as good or better than the average officer. I tried to always be better than just the plain old average officer.”

The fourth theme, self-confidence, was developed during his pursuit of excellence. His self awareness and awareness of the environment in which he lived, allowed him to capitalize on his strong points, build his weak areas and sustain the positive self-esteem and self-worth that his parents instilled in him as a young child. He stated:

I knew that I was a good officer. I knew that I was a good ship handler.
I knew that I had good leadership qualities and that I was able to do any
job my boss asked me to do. I just had confidence in myself.

Empowered by the mastery of his professional skills, VADM Gravely unhesitatingly stated many times throughout the interview that his goal was to be the best officer, in every respect, at every command, regardless of perceived or actual obstacles.

The fifth theme expressed is the need for effective communication. VADM Gravely describes effective verbal communications as three fourths of the journey to becoming a good leader and credits his ability to effectively lead to his ability to effectively communicate his desires to his subordinates. He believes there is almost nothing worse than a leader who can not articulate an order clearly and that a leader should actively work to lead and control his subordinates by verbally communicating a clear message, free of stammering and with perfect inflection.

His belief in effective verbal communication can best be seen by his regularly scheduled meetings with his subordinates, or “Captain’s Call.” These meetings

ensured that all members heard and understood his priorities and expectations. He also used these meeting as a means to clarify or introduce new policy and to publicly acknowledge the accomplishments of his Sailors.

The sixth theme to emerge is team building. From childhood and beyond, VADM Gravely viewed himself as part of a team and perfected his skills as a team builder. He describes his experiences with his first team, his siblings, as a “successful tour of duty” in which he was able to take care of their needs and gain their respect. His team building skills were further enhanced when they were extended to his Navy family.

For example, he was intent upon building a capable team of Navy professionals who were prepared for any operational scenario. Therefore, he conducted frequent drills for the purpose of professional development and to build a bond between shipmates who would be forced to depend on each other in operational settings. Further evidence of the importance of team building was seen at a social level. He believed it was just as important for his subordinates to play together as it was for them to operate together. As a result, he routinely had social events at his home in which he would invite every officer and, on occasion, senior enlisted to attend. VADM Gravely budgeted \$10,000 to \$20,000 a year for expenses related to the hosting of social events, which proved to be equally important to his team building efforts.

The seventh theme that is prominent is that of followership. According to VADM Gravely, a good leader is a good follower. And, in order to be a good follower one must observe, imitate, listen and, if convinced, act upon what is learned. VADM Gravely further likened a leader-follower relationship to a servant-master relationship in which the leader is the servant and the follower the master. As a leader, he often

tried to project himself as a subordinate in an effort to try to anticipate their needs. Although he admits that this process must be undertaken carefully, he believes that it is a necessary step in becoming an effective leader.

The eighth theme revealed through repetition and recurrence, is morality. Morality in VADM Gravely's life was based on life-long Christian teachings that began at an early age and remained a common thread throughout his life. A strong believer in the Ten Commandments and the golden rule of treating others the way in which he wanted to be treated, his leadership philosophy was in line with the tenets of the Navy's present core values, of honor, courage and commitment. As further evidence of his conviction, he stated, "I believe every man tries to do his best and is a good man until he proves himself differently."

Discipline is the ninth theme that plays a significant role in VADM Gravely's leadership philosophy. With his parents as examples, his keen sense of discipline enabled him to meet or exceed his professional goals and expectations and is fully defined by his work ethic, goal setting and use of punishment. His father, who worked as a Pullman porter on the railroad and as a postal worker, and his mother, a hardworking domestic worker, instilled in him the discipline that ensured future success. Not only did they repeatedly tell him to do the best he could, they taught him the meaning of discipline by their example and insisted that he maintain standards that far exceeded minimum effort.

Discipline permeated every aspect of his career as evidenced by his dogged determination to meet every goal that he set. Throughout his career he made a conscious effort to seek out and observe the next step in his career progression and

quickly learn to master it. He was determined to be prepared in the event that an opportunity would present itself and allow him to prove his proficiency.

Not only did he set high standards for himself, he also set high standards for his subordinates and expected them to “meet the mark.” After he set goals, he led the way by offering himself as an example and encouraging his subordinates to follow him. He made sure that he knew where he wanted to be, what he wanted done and how he was to accomplish the task at hand.

Punishment was an integral part of VADM Gravely’s effort to create and maintain discipline among his subordinates. He expected total obedience and strove to ensure that he always gave “the right kind of orders” that would be “obeyed and obeyed quickly.” He had little tolerance for unprofessional behavior, carelessness and substandard effort and performance. Deficiencies in any of these areas brought “swift disciplinary action” that was predicated on the principles of fair and appropriate punishment. A poignant example that reflects his thoughts about punishment can best be seen by an answer given by his father when VADM Gravely asked him about his use of the switch to punish him as a child. His father replied, “I never used the switch when I thought I was wrong.”

The last theme that has a significant impact on VADM Gravely’s leadership philosophy is preparedness. Based on all three criteria, repetition, recurrence and forcefulness, this theme was the most prominent. He states:

I did everything I could think of to prepare myself. If the opportunity came, I would be prepared for it. [The question would not be] “Why didn’t you prepare for this opportunity.” I would be prepared for whatever opportunity that came. If it came, fine. If it did not, fine, but I would be prepared if it did come.

VADM Gravel expressed a passionate conviction that one of the primary tenets of effective leadership stems from being prepared for the next opportunity to advance.

In his quest to be prepared at all times, he focused on two aspects of readiness for success: observation and self-improvement. Every step of his career was dedicated to doing his best to enhance his effectiveness and credibility as a leader. He constantly observed his seniors in order to learn from their mistakes, weaknesses and strong points. For example, to learn and perfect his ship handling abilities, he took advantage of every opportunity to observe his Commanding Officer, or the Commanding Officer's qualified representative, when handling the ship. As a child he was taught that self-improvement, by way of education, was a major link to success. Therefore, he adopted a habit of lifelong learning that supported his desire to be prepared and still sustains him to this day.

In summary, each of the ten themes that emerged are critical building blocks in the construction of VADM Gravel's leadership philosophy. The overlap in defining each of the themes should not be overlooked but seen as reinforcement for a solid leadership philosophy built to weather the test of time. These themes illustrate the complex issues that must be thoughtfully addressed when embarking upon the creation of a personal leadership philosophy that will ensure success. VADM Gravel's pursuit of career excellence was a journey in which he learned the important stepping stones of effective leadership and applied them successfully. Each of the themes: impression management, caretaker, pursuit of excellence, self confidence, communication, team building, followership, morality, discipline and preparedness, is

critical to his leadership philosophy. And, each of these themes has the potential of becoming the foundation in the construction of one's personal leadership philosophy.

Notes

¹ Erving Goffman, *The Presentation of Self in Everyday Life* (Woodstock, NY: The Overlook Press, 1973), 17

Chapter 5

Leadership Taxonomy

Thematic analysis of VADM Gravely's interview provided a means in which to uncover ten emerging themes that are inherent in his leadership philosophy. The purpose of this chapter is to further clarify those emerging leadership themes using a taxonomy as a means of illustration.

The following taxonomy is a powerful tool that succinctly presents the ten dominant themes that compose VADM Gravely's leadership philosophy. It captures the essence of VADM Gravely's thoughts on each of the inherent themes and provides practical meaning to his leadership philosophy. It should be noted that the taxonomy provides a snapshot of each of the themes therefore, Appendix A should be referenced to gain knowledge of the interview schedule and Appendix B should be referenced to gain thorough knowledge of the words and phrases that were used to determine each theme .

An intense thematic analysis allowed the researcher to synthesize raw data into "sense making" categories, while the follow-on taxonomy allowed the researcher to present a visual representation of each category. Thus, a bridge is formed from the thematic analysis to the taxonomy which allows one to construct a personal leadership philosophy, considering the themes inherent in VADM Gravely's philosophy.

Taxonomy of Themes Inherent in VADM Gravely's Leadership Philosophy.

1. Impression Management "I tried to set a record of perfect conduct ashore and at sea." "I thought I should be a naval officer and I acted accordingly."
"I was sure that I could not afford to fail. I thought that would affect other members of my race if I failed anywhere along the line. I had to be at least as good or better than the average officer. I tried to always be better than just the plain old average officer."
2. Caretaker "[My subordinates] knew that "Big Sam" would take care of them in every way."
"[If I was CNO] my responsibility would be to make sure enlisted men and families were taken care of. I would do everything in my power to make sure."
3. Excellence "I did the best I could."
"It was strictly a career of trying to better myself each day that I worked."
4. Self Confidence "I was better [than my peers]. I knew I was better. I was the best officer on my ship."
"People knew I knew what I was doing."
"I knew that I was a good officer. I knew that I was a good shiphandler. I knew that I had good leadership qualities and that I was able to do any job my boss asked me to do. I just had confidence in myself."
5. Communication "Verbal communications is three fourths of leadership."
"A leader must know how to articulate himself. He must know how to put the right emphasis on his words, speak well and know how to speak to his men in a voice that causes them to take action."
"I first tried to clarify to make sure I knew what I wanted done and then I was able to tell them what I wanted done and how."
6. Team Building "Practice, practice, practice [of operational drills] builds a team."
"Social gatherings are necessary [to team building]."
"I always felt that a wardroom (officers) had to operate together. They had to play together and work together."
7. Followership "The responsibility of the leader to the subordinate is similar to a servant and a master. The leader is the servant and the subordinate is the master. The leader has to try to anticipate the needs of the subordinate."
8. Morality "I learned if you treat people right, people will treat you right."
"I knew right from wrong."
"I believe every man tries to do his best and is a good man until he proves himself differently."
9. Discipline "I worked my can off...I took a multitude of correspondence courses....if an opportunity came I would be prepared."
"I tried to observe my senior officers very closely to see how they acted under certain situations. I was learning all the time to prepare myself....was always preparing for the next step."
"[I was] a guy who knew what he wanted to do, how to do it and, when and where to do it."
"The most important thing a junior officer can do is to learn his job as best he can."

10. Preparedness

“I had been preparing for things better all the time.”

“I did everything I could think of to prepare myself. If the opportunity came, I would be prepared for it. The question would not be, “Why didn’t you prepare for this opportunity.” I would be prepared for whatever opportunity came. If it came fine, if it didn’t, fine. But, I would be prepared if it did come.”

Chapter 6

Conclusion

Using McCracken's long interview method and Owen's thematic analysis process, this study examines the life experiences of VADM Gravely in an effort to determine the emerging themes that are inherent in his leadership philosophy and to present those themes in a taxonomy that can be used in the formulation of one's personal leadership philosophy. Owen's thematic analysis process uncovered ten dominant themes that are inherent in VADM Gravely's leadership philosophy. These themes, as well as the process used to discover them, can be used as examples when contemplating the next step in a personal leadership continuum. They can be used as tools for examining one's own personal leadership philosophy in order to build a new one or reconstruct an obsolete one.

It would be difficult to dispute the significance of studying leadership, just by virtue of the volumes of material available on the topic. It would also be difficult to argue that one more leadership study could make a significant impact in the field of leadership. However, the significance of this study eclipses that of just a study of one man's leadership.

The value of this study has implications for future research that reach through the broad topic of leadership, causing an individual to systematically examine their own

personal leadership philosophy. This study illustrates a systematic approach to discovering one's own personal leadership philosophy, utilizing the same research method discussed to discover VADM Gravely's unarticulated leadership philosophy. The researcher was forced to engage in an analysis process, which required in-depth searching and unraveling of the dialogue in his interview, to discover the many facets of his leadership philosophy.

This same process of discovery can be used when one is formulating a personal leadership philosophy and can be summarized in simplistic terms as follows. Step one involves verbalizing one's thoughts concerning leadership. Step two is uncovering the dominant themes that emerge from dialogue concerning one's views of leadership. Step three is to present those inherent themes in a succinct format that can be used to conduct the last step of writing one's own personal leadership philosophy.

As illustrated in this study, discovering and constructing a personal leadership philosophy is an inward journey. It is a dynamic process of purification in which a leader's cultural background, value system and personal experiences are repeatedly tried by the fire of leadership challenges. Through constant self analysis, education, observation, modification, incorporation, synthesis and execution, a refined philosophy, tailored to the specifications of the leader and circumstances, emerges that serves as a touchstone for current and future leadership decisions.

Appendix A

Interview Schedule

Childhood

1. As a child who had the most significant influence in shaping your leadership style?
2. What did you learn about leadership from your father, mother, siblings and as the oldest child?
3. Who were your role models and why?
4. How did your siblings view you after the death of your mother?
5. What events contributed to building your self esteem?
6. At what point in your childhood did you believe that you could become a leader?
7. What or who influenced you to join the Navy?

Individual Personality

1. How would you describe your personality and what do you consider your strongest personality trait(s)?
2. Who and or what events were instrumental in shaping your personality?
3. What are your fundamental beliefs in which you live your daily life by?

Organizational Environment

1. How would you describe the environment of the Navy during the following periods?
 - a. Enlistment
 - b. Commissioning
 - c. Command of ship
 - d. Promotion to admiral
 - e. Retirement
2. Describe some of the major challenges to your development as a leader in the Navy.
3. What aspects of the Navy environment contributed to or detracted from your development as a leader?

Leadership

1. Describe your leadership philosophy? What elements do you consider most important?
2. How would you describe your overall leadership style as an Ensign, Commanding Officer and Admiral?
3. How would you describe a successful leader?
4. How do you think your subordinates and superiors viewed you as a leader at different times in your career?
5. What were your strongest and weakest leadership traits at different times in your career?
6. What best and least prepared you for your leadership role in the Navy?
7. What was most difficult about being a first?

Leader/Subordinate Relationship

1. Upon reporting to a new command, what was your first priority in establishing leader/subordinate relationships?
2. How did you communicate your immediate, long term and short term goals?
3. How did you motivate your subordinates to perform effectively as an Ensign, Commanding Officer and Admiral?
4. Describe your relationship with your subordinates over time.
5. How did you get your subordinates to work towards the same goal at different times in your career?
6. What do you consider the most important factors in a leader/subordinate relationship?
7. What did you consider the best method of communication with your subordinates?
8. What did you consider the best method of communication for your subordinates up the chain of command?
9. In what way(s) did your leadership style change in operational and non-operational environments over time?
10. What (if any) is your responsibility as an effective leader to your subordinates?
11. What responsibility did your subordinates have to you as a leader?
12. What did you do to help subordinates develop professionally?
13. How frequently did you communicate with your subordinates and by what method?
14. How did you delegate and what was your criteria?
15. How did you handle the following?
 - a. Counseling
 - b. Reprimand
 - c. Training
 - d. Subordinate inputs

General

1. What contribution(s) did you make to the Navy?

2. What advise would you give junior officers, senior officers and enlisted about leadership?

Appendix B

Emerging Leadership Themes from Thematic Analysis

1. Impression Management

...my dad and mother felt that they had to have perfection in their first child so that the rest of the children would follow.

The Navy doesn't like guys who are too outgoing...I had the kind of personality that really fit the Navy. I think if you are too outgoing you probably don't fit as well...

I tried to be a nice guy but you slowly begin to realize that people step on nice guys. I began to carry a front that said, "I am the toughest guy around.

I could see how people reacted when I said things and when I did things.

I thought I should be a Naval Officer and I acted accordingly.

I was sure that I could not afford to fail. I thought that would affect other members of my race if I failed anywhere along the line. I was always conscious of that particularly in midshipman school and any other schools I went to.

I tried to avoid mistakes. I tried to set a record of perfect conduct ashore and at sea.

I felt that the eyes of the world were upon me and I just had to do it right. Being an African American in this country brought this on. I wanted to do it all right.

I made sure that I was very visible on board ships and in the shore commands too. I walked from office to office to see that things were happening in the office...I think that those kinds of things caused me to get the kind of response I wanted from my people.

I tried to observe my senior officers very closely to see how they acted under certain situations...I had to learn to talk to my men...learned when to chew a guy out and when not to chew a guy out.

I learned that if you fired a guy in the first couple of weeks you got a helluva lot more respect from the other officers because they knew you meant business.

2. Caretaker

[My subordinates] knew that “Big Sam” would take care of them in every way.

[If I was CNO] my responsibility would be to make sure enlisted men and families were taken care of. I would do everything in my power to make sure.

Repetition and Recurrence of Words and Phrases

1. Take care of
2. Wants and needs
3. Needs were met
4. Take care of family
5. Nurturing/nurtured
6. Loving couple
7. Loved
8. Take care of my people
9. Responsive to needs
10. Anticipate needs

3. Excellence

I did the best I could.

It was strictly a career of trying to better myself each day that I worked.

[My men] could see that I wanted to excel.

Repetition and Recurrence of Words and Phrases

1. Perfect/perfection
2. Do well
3. Success/successful
4. Good job
5. Best/better
6. Did things right
7. Do the best possible job
8. Be the best I can
9. I was ready for every opportunity
10. Expected me to do better
11. I did it well
12. I worked at being good
13. I had to do everything right
14. Best officer I could be
15. I wanted to be the kind of Sailor like John Paul Jones
16. Good or better than
17. Always trying to excel
18. I checked to see things were done right.

4. Self Confidence

I was better [than my peers]. I knew I was better. I was the best officer on my ship.

People knew I knew what I was doing.

I knew that I was a good officer. I knew that I was a good shiphandler. I knew that I had good leadership qualities and that I was able to do any job my boss asked me to do. I had confidence in myself.

I think I got to be a damn good leader.

I knew how things should be done...I was confident that I could handle most any situation I thought I was a cut above

Repetition and Recurrence of Words and Phrases

1. Best officer
2. Respected
3. Proud
4. Spoke highly of me
5. Respected me
6. Proud of my accomplishments
7. They looked up to me

5. Communication

Verbal communications is three fourths of leadership.

A leader must know how to articulate himself. He must know how to put the right emphasis on his words, speak well and know how to speak to his men in a voice that causes them to take action.

I first tried to clarify to make sure I knew what I wanted done and then I was able to tell them what I wanted done and how.

Verbal communications is the best way of getting something done.

Repetition and Recurrence in Words and Phrases

1. Inflection in [speaking] tone
2. On the same wave length
3. Articulation
4. Admired those who could talk to anyone
5. Talked to subordinates often
8. Father did not talk openly to children/Could talk to mother about anything
9. I was proud of my minister and wanted to be like him because he was a guy who
10. Could talk to anyone and give them his opinion.

6. Team Building

Practice, practice, practice [of operational drills] builds a team.

Social gatherings are necessary [to team building].

I always felt that a wardroom (officers) had to operate together. They had to play together and work together.

I loved the camaraderie of men.

Repetition and Recurrence in Words and Phrases

1. Close knit team
2. One Navy
3. Get along with people
4. Work with people
5. Relationships
6. Operate together
7. Depend upon each other

7. Followership

The responsibility of the leader to the subordinate is similar to a servant and a master. The leader is the servant and the subordinate is the master. The leader has to try to anticipate the needs of the subordinate.

I learned that a 3rd Class Petty Officer (E-4) could teach officers.

I always thought that I would be a good follower. I thought I would work for somebody but never thought of myself as a boss in charge.

I developed traits to be a good follower...I was a subservient kind of guy who discovered was a follower.

My minister was a role model because he was subservient.

Repetition and Recurrence in Words and Phrases

1. Subservient
2. Boss
3. Follower
4. Obey
5. Follow them/follow guidance
6. Good follower
7. Work for somebody
8. Leader
9. Do what the leader tells you
10. Support
11. Loved and worked for his men
12. Servant-master

8. Morality

I learned if you treat people right, people will treat you right.

I knew right from wrong.

I believe every man tries to do his best and is a good man until he proves himself differently.

Repetition and Recurrence of Words and Phrases

1. Decent
2. Bad guys
3. Right answers
4. Proper
5. Did things right
6. [Mother a] good woman
7. Wrong/kinds of people
8. Good person/decision/citizen/life
9. To be honest with you
10. Worked honestly
11. Dishonest
12. Right kind of orders
13. Taboo
14. Nice guys
15. Immoral
16. Illegal
17. Religiously
18. Ten Commandments
19. Honest mistake
20. Biblical teaching

9. Discipline

I worked my can off...I took a multitude of correspondence courses...if an opportunity came I would be prepared.

I was learning all the time to prepare myself...I was always preparing for the next step. [I was] a guy who knew what he wanted to do, how to do it and, when and where to do it.

The most important thing a junior officer can do is to learn his job as best he can.

Repetition and Recurrence in Words and Phrases

1. Meet expectations
2. Standards
3. Work hard
4. Prepared
5. Get the job done
6. Sacrifices
7. Hardworking
8. I worked at it
9. Improve
10. Do better
11. Living up to your marks
12. Set goals
13. Wait and see if they (subordinates) meet goals

10. Preparedness

I had been preparing for things better all the time.

I did everything I could think of to prepare myself. If the opportunity came, I would be prepared for it. The question would not be, “Why didn’t you prepare for this opportunity?” I would be prepared for whatever opportunity came. If it came fine, if it didn’t, fine. But, I would be prepared if it did come.

Repetition and Recurrence of Words and Phrases

1. Study/studying
2. Watch/observe
3. Learn
4. Teach
5. Good training
6. Train
7. Practice
8. Expect/expectation
9. Anticipate

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